

BATTELLE  
SCHOOL COMMUNITY CLIMATE SURVEY

May 1988

Compiled for Review by  
DR. ARNOLD D. LINDAMAN  
Assistant Superintendent

(Condensed Version)

II



TABLE OF CONTENTS

|   | <u>PAGE</u> |
|---|-------------|
| FOREWORD.....   | I           |
| PREFACE.....  | II          |
| SUMMARY OF NEED STATEMENTS FROM <u>ALL GROUPS COMBINED</u> .....                | 1           |
| SUMMARY OF NEED STATEMENTS FROM <u>COMMUNITY MEMBERS/PARENTS</u> .....          | 3           |
| SUMMARY OF NEED STATEMENTS FROM <u>STUDENTS</u> .....                           | 4           |
| SUMMARY OF NEED STATEMENTS FROM <u>TEACHERS</u> .....                           | 6           |
| SUMMARY OF NEED STATEMENTS FROM <u>ADMINISTRATORS/BOARD MEMBERS</u> .....       | 8           |
| SUMMARY OF STRENGTH STATEMENTS FROM <u>ALL GROUPS COMBINED</u> .....            | 9           |
| 16 FUNCTIONS OF THE NORTH SCOTT ORGANIZATION ACCORDING TO NEED INDEX...         | 13          |
| TOP SIX NEEDS FROM THE NORTH SCOTT ORGANIZATION FUNCTIONS.....                  | 14          |
| APPENDIX A - FUNCTION DESCRIPTIONS.....   | 21          |
| APPENDIX B - USING THE RESULTS OF THE BATTELLE SCHOOL CLIMATE SURVEY...         | 22          |
| APPENDIX C - SUMMARY RESULTS TO SEVERAL STATEMENTS<br>NOT TABULATED BY AEA..... | 23          |
| APPENDIX E - BATTELLE SURVEY NEEDS (1982).....                                  | 24          |



# FOREWORD

THE BATTELLE SURVEY FOR IMPROVING EDUCATION SCHOOL COMMUNITY CLIMATE WAS ADMINISTERED IN THE NORTH SCOTT COMMUNITY SCHOOL DISTRICT IN MARCH OF 1982 AND AGAIN IN MAY OF 1988.

COMPARABLE NUMBERS OF RESPONDENTS TO THE SURVEY OCCURRED DURING 1982 AND 1988. IN 1988 THERE WERE THE FOLLOWING GROUPS RESPONDING:

186 TEACHERS  
996 HIGH & JR. HIGH STUDENTS  
285 PARENTS  
22 BOARD MEMBERS/ADMINISTRATORS

THE BATTELLE SURVEY WAS CONDUCTED IN THE MANNER PRESCRIBED BY THE SURVEY MANUAL WITH SOME MODIFICATIONS. THE SUPERINTENDENT ADVISORY COMMITTEE ADDED SEVERAL STATEMENTS TO THE SURVEY. A STATISTICAL INTERPRETATION OF THE RANKINGS WAS USED BY THE MISSISSIPPI BEND AEA TO DETERMINE AREAS OF STRENGTH AND WEAKNESS.

THE DATA COLLECTED WILL BE STUDIED BY THE SUPERINTENDENT ADVISORY COMMITTEE, TEACHERS, AND BOARD MEMBERS. APPROPRIATE GOALS WILL BE SET IN AN ATTEMPT TO RESOLVE THE NEED AREAS IDENTIFIED. IN ADDITION, SURVEY RESULTS WILL BE SHARED WITH GROUPS SHOWING AN INTEREST IN THE SURVEY OUTCOMES.

IF WE ARE TO CONTINUE TO BE THE QUALITY DISTRICT THAT WE ARE, IT IS ESSENTIAL THAT WE REMAIN OBJECTIVE, MAINTAIN OUR STRENGTHS AND STRIVE TO IDENTIFY AND OVERCOME OUR WEAKNESSES AS PERCEIVED BY OUR CONSTITUENCY, STUDENTS, PROFESSIONAL STAFF AND BOARD MEMBERS.

THE NORTH SCOTT COMMUNITY SCHOOL DISTRICT IS APPRECIATIVE OF THE EFFORTS OF THOSE INDIVIDUALS WHO TOOK THE TIME TO FILL OUT THIS SURVEY.

PASCAL V. DELUCA, Ph. D.  
SUPERINTENDENT OF SCHOOLS  
NORTH SCOTT SCHOOLS



## PREFACE

A few comments may be helpful to the reader of this report. A review of the instructions on the survey is necessary for the background it gives regarding how the "index scores" for both need and strength were derived. The basis for determining the group's perception of what is a need or strength is this index score.

## **INSTRUCTIONS**

Each item on this questionnaire makes a statement about your school. Please read each statement carefully. You are being asked to respond, as follows:

- (A) In your opinion, to what extent should the stated condition exist?  
(B) From your knowledge, to what extent does the stated condition actually exist?

| Should<br>Exist    | ?                 | 1                | 2                        | 3                          | 4                              | 5                            |
|--------------------|-------------------|------------------|--------------------------|----------------------------|--------------------------------|------------------------------|
|                    | Do<br>not<br>know | Not<br>at<br>all | To a<br>slight<br>extent | To a<br>moderate<br>extent | To a fairly<br>large<br>extent | To a very<br>large<br>extent |
| Actually<br>Exists | ?                 | 1                | 2                        | 3                          | 4                              | 5                            |

  

|  |  |  |  |  |                 |                    |
|--|--|--|--|--|-----------------|--------------------|
|  |  |  |  |  | Should<br>Exist | Actually<br>Exists |
|--|--|--|--|--|-----------------|--------------------|

### **EXAMPLE:**

37 The teachers in our schools take an individual interest in their students

5      3

Be sure to write a response to both "should exist" and "actually exists" for each item statement. Use "?" only if you feel you do not have sufficient information to make a judgment. Thank you for your cooperation.

The index score in the example "37" above is a difference of +2.

Thus, statements that are listed as needs have an index score of 1.5 or higher while statements reflecting strengths have index scores of 1.0 or lower. A composite rank ordering of each perceived need is included. Additionally, this report will include a rank ordering according to need, of the 16 functions of a school organization.



BATTELLE RESULTS

SUMMARY OF NEED STATEMENTS  
FROM ALL GROUPS COMBINED

The needs listed below are those which had a need index of 1.5 or higher as reported by the four subgroups' combined scores.

1. 157 \* Our schools do a good job of providing for swimming instruction and competitive swimming.
2. 161 Our schools do a good job of teaching art.
3. 78 Students participate in cooperative planning for the schools.
4. 44 Students are encouraged to make suggestions regarding school rules and regulations.
5. 26 Our schools maintain working conditions and relationships that attract and hold competent school employees.
6. 12 Teachers participate in developing the school budget.
7. 91 Our school system has adequate transportation service for its students.
8. 156 Our schools do a good job of teaching physical education.
9. 66 Teachers are encouraged to initiate new instructional methods.
10. 176 Courses in drug education are offered at appropriate school levels...elementary through high school.
11. 119 Our schools provide experiences for developing responsible citizenship.
12. 96 Our school system provides adequate special transportation for handicapped students.
13. 55 Administrators listen to complaints carefully, investigate the facts objectively, and seek to use them constructively.
14. 165 Our schools do a good job of providing "latch key" programs for students.
15. 108 Rules and regulations are communicated in a way that lead to acceptance by students and parents.
16. 117 The goals of our schools are clearly stated.
17. 120 Our schools help students develop wise consumer habits.

\*Number of the statement as listed on the Battelle Survey for board members and administrators.



SUMMARY OF NEED STATEMENTS  
FROM ALL GROUPS COMBINED - Continued

- 18. 7 The building principal participates in developing the school budget.
- 19. 103 Our teachers understand and respond to the student's point of view.
- 20. 94 Our school buildings' grounds are clean and attractive.
- 21. 89 Our teachers display respect and concern for the students they teach.
- 22. 95 Our schools provide a great variety of learning resources for students.
- 23. 84 Teachers work with students, other teachers and administrators to determine instructional goals and objectives.
- 24. 88 Teachers have time to consult with students on an individual basis.
- 25. 177 Our schools have a good intramural athletic program for every student in grades 7-12 who wishes to participate.
- 26. 87 Teachers motivate students by using rewards rather than the fear of punishment.
- 27. 90 Our schools provide a nutritious and appetizing school lunch program.
- 28. 8 Our school administrators are receptive to new ideas and different points of view.

BATTELLE RESULTS

SUMMARY OF NEED STATEMENTS  
FROM COMMUNITY MEMBERS/PARENTS

(All statements had a need index of 1.5 or higher)

- 1. 159 Our schools do a good job of teaching music.
- 2. 153 Our schools do a good job of teaching foreign language at the junior high level.
- 3. 117 The goals of our schools are clearly stated.
- 4. 77 Teachers give extra help to students having difficulty with their lessons.
- 5. 141 The special educational needs of minority group students are met by our students.
- 6. 152 Our schools do a good job of teaching foreign language at the elementary level.
- 7. 185 Our schools do a good job of providing "latch key" programs for students.
- 8. 179 All children are given adequate opportunity to participate in competitive sports and games at the high school level.
- 9. 171 Our schools do a good job of teaching the gifted and talented students at the high school level.
- 10. 130 The Board of Education encourages the study and discussion of school needs with all concerned.
- 11. 181 Our schools provide students with specialized training for useful skills in the world of work, such as typing or auto mechanics.
- 12. 89 Our teachers display respect and concern for the students they teach.
- 13. 81 Our schools have developed methods to enable students to evaluate their own individual performance.
- 14. 55 Administrators listen to complaints carefully, investigate the facts objectively, and seek to use them constructively.
- 15. 168 The courses offered by our school system prepare the student for the demands of everyday living.

\*Number of the statement as listed on the Battelle Survey for board members and administrators.



BATTELLE RESULTS

SUMMARY OF NEED STATEMENTS  
FROM STUDENTS

(All statements had a need index of 1.5 or higher)

1. 161<sup>\*</sup> Our schools do a good job of teaching art.
2. 157 Our schools do a good job of providing for swimming instruction and competitive swimming.
3. 156 Our schools do a good job of teaching physical education.
4. 96 Our school system provides adequate special transportation for handicapped students.
5. 44 Students are encouraged to make suggestions regarding school rules and regulations.
6. 91 Our school system has adequate transportation service for its students.
7. 78 Students participate in cooperative planning for the schools.
8. 119 Our schools provide experiences for developing responsible citizenship.
9. 108 Rules and regulations are communicated in a way that lead to acceptance by students and parents.
10. 55 Administrators listen to complaints carefully, investigate the facts objectively, and seek to use them constructively.
11. 94 Our school buildings' grounds are clean and attractive.
12. 176 Courses in drug education are offered at appropriate school levels...elementary through high school.
13. 120 Our schools help students develop wise consumer habits.
14. 90 Our school system has adequate transportation service for its students.
15. 95 Our schools provide a great variety of learning resources for students.
16. 8 Our school administrators are receptive to new ideas and different points of view.
17. 87 Teachers motivate students by using rewards rather than the fear of punishment.
18. 88 Teachers have time to consult with students on an individual basis.

\*Number of the statement as listed on the Battelle Survey for board members and administrators.

SUMMARY OF NEED STATEMENTS  
FROM STUDENTS -- Continued

19. 137 Our schools have well-qualified and effective guidance counselors.
20. 89 Our teachers display respect and concern for the students they teach.
21. 177 Our schools have a good intramural athletic program for every student in grades 7-12 who wishes to participate.
22. 74 Effective guidance and counseling are readily available to each student at the elementary level.
23. 103 Our teachers understand and respond to the student's point of view.
24. 172 Helping the student to explore for career possibilities is an important part of the guidance program in the high school.
25. 171 Our schools do a good job of teaching the gifted and talented students at the high school level.
26. 152 Our schools do a good job of teaching foreign language at the elementary level.
27. 2 Our student government is provided opportunities to express its ideas to school administrators and to the board of education.
28. 45 Our school administrators handle problems promptly.
29. 138 School facilities are available to students at times other than the regular school hours.



BATTELLE RESULTS

SUMMARY OF NEED STATEMENTS  
FROM TEACHERS

(All statements had a need index or 1.5 of higher)

- \*  
1. 78 Students participate in cooperative planning for the schools.  
2. 161 Our schools do a good job of teaching art.  
3. 119 Our schools provide experiences for developing responsible citizenship.  
4. 12 Teachers participate in developing the school budget.  
5. 66 Teachers are encouraged to initiate new instructional methods.  
6. 157 Our schools do a good job of providing for swimming instruction and competitive swimming.  
7. 26 Our schools maintain working conditions and relationships that attract and hold competent school employees.  
8. 185 Our schools do a good job of providing "latch key" programs for students.  
9. 93 Our school buildings are well maintained.  
10. 141 The special educational needs of minority group students are met by our schools.  
11. 72 Our educational progress is designed so that students can assume increasing responsibility for their learning as they progress toward graduation.  
12. 156 Our schools do a good job of teaching physical education.  
13. 84 Teachers work with students, other teachers and administrators to determine instructional goals and objectives.  
14. 44 Students are encouraged to make suggestions regarding school rules and regulations.  
15. 170 Our schools do a good job of teaching the gifted and talented students at the junior high level.  
16. 131 Teachers cooperate with parents in solving problems of mutual concern.  
17. 30 Teacher dismissal is handled in a fair and professional manner.  
18. 176 Courses in drug education are offered at appropriate school levels.

\*Number of the statement as listed on the Battelle Survey for board members and administrators.

SUMMARY OF NEED STATEMENTS  
FROM TEACHERS - Continued

19. 117 The goals of our schools are clearly stated.  
20. 28 Our school administrators encourage the professional growth and development of the district's teachers.  
21. 80 Teachers ask students to evaluate their courses.  
22. 77 Teachers give extra help to students having difficulty with their lessons.  
23. 154 Our schools do a good job of teaching foreign language at the high school level.  
24. 55 Administrators listen to complaints carefully, investigate the facts objectively, and seek to use them constructively.  
25. 13 Teachers are encouraged to make suggestions regarding school rules and regulations.  
26. 33 The fringe benefits for all employees are reasonable (insurance, retirement, sick leave, etc.).  
27. 47 Administrative decisions are consistent with established policy.



## BATTELLE RESULTS

### SUMMARY OF NEED STATEMENTS FROM ADMINISTRATORS AND BOARD MEMBERS

(All statements had a need index of 1.5 or higher)

1. 75 \* Effective guidance and counseling are readily available to each student at the secondary level.
2. 158 Our schools do a good job of teaching home economics.
3. 37 Our school system uses merit pay to compensate teachers.
4. 81 Our schools have developed methods to enable students to evaluate their own individual performance.
5. 178 All children are given adequate opportunity to participate in competitive sports and games at the junior high level.
6. 7 The building principal participates in developing the school budget.
7. 114 The Board of Education has a policy of honesty, courtesy, and forthrightness in dealing with the press and public.
8. 106 The public expresses its concern over school-related matters to the school administrators or board members.
9. 82 Teachers work with students to plan individualized instruction.
10. 22 Our budget allows for allocation of resources to achieve high priority objectives.

\*Number of the statement as listed on the Battelle Survey for board members and administrators.

## BATTELLE RESULTS

### SUMMARY OF STRENGTH STATEMENTS FROM ALL GROUPS COMBINED

The strengths listed below are from those statements which had a need index of one or less as reported by the four subgroups' combined scores. The strengths are listed in rank order.

1. 52 \* Our staff (instructional and noninstructional) feels completely free to discuss with their building principal any problems associated with their jobs.
2. 20 Our school system makes full use of financial resources available from the U.S. Office of Education and other federal agencies.
3. 101 Our new teachers participate in a worthwhile orientation program.
4. 15 School principals are provided assistance for routine clerical duties.
5. 17 Our school system uses up-to-date data processing equipment.
6. 5 Printed copies of clearly stated current policies, rules, and regulations governing the schools are available in all school buildings in the district.
7. 150 Routine duties (i.e. hall duty, taking attendance) do not interfere with the teacher's job of teaching.
8. 39 Our school administrators are involved in some type of continuing education program.
9. 146 Our schools are using a variety of up-to-date learning materials and methods.
10. 143 Our school district has a special instructional program for students with physical handicaps (blind, deaf, crippled, etc.).
11. 3 New members of the Board of Education are given a comprehensive and in-depth orientation to the operations and programs of the school system.
12. 71 Students are encouraged to be independent thinkers.
13. 34 Our superintendent understands the problems of his administrative staff.
14. 110 The school budget is presented to the community.
15. 148 Our elementary schools provide special classes in art, music, and physical education.
16. 21 Our school system makes full use of the state education department financial resources.

\* Refers to the number of the statement on the Battelle Survey taken by board members and administrators.



SUMMARY OF STRENGTH STATEMENTS  
FROM ALL GROUPS COMBINED - Continued

17. 54 Planning is a continuous process in our school system.
18. 18 Our school system maintains an instructional materials and resource center.
19. 142 Teachers are assigned to teaching positions for which they have adequate professional preparation.
20. 107 Comprehensive minutes of board meetings are available to interested individuals.
21. 116 The goals of our school system are organized to show order of importance and priorities.
22. 111 The school budget is interpreted to the community.
23. 158 Our schools do a good job of teaching home economics.
24. 36 Our school system uses new developments in educational management (e.g., PPBS, cost-benefit analysis, systems analysis).
25. 6 Teachers' instructional activities are observed by supervisors and/or administrators for the purpose of evaluation and improvement.
26. 165 The schools in our district adequately prepare a student for college.
27. 168 The courses offered by our school system prepare the student for the demands of everyday living.
28. 23 Our school system provides adequate nighttime security for our school facilities.
29. 169 Our schools do a good job of teaching the gifted and talented students at the elementary level.
30. 35 school district uses proven new developments in computer and video technology.
31. 104 Each course of instruction has performance objectives specified in measurable terms.
32. 11 Our school administrators seek to hire highly qualified teachers.
33. 127 Our school system provides the general public with accurate reports on its performance.
34. 175 Courses in sex education are offered at appropriate school levels...elementary through high school.
35. 113 The public is aware of the problems the schools face.

SUMMARY OF STRENGTH STATEMENTS  
FROM ALL GROUPS COMBINED - Continued

36. 144 Our schools have a special instructional program for students with serious learning difficulties.
37. 151 The elementary schools in our district adequately prepare a student for junior high school instructional activities.
38. 153 Our schools do a good job of teaching foreign language at the junior high level.
39. 1 A portion of the annual operating budget is allocated for research experimentation and innovation.
40. 147 Our teachers work in teams when appropriate rather than strictly following the self-contained classroom concept.
41. 163 Our schools do a good job of teaching social studies.
42. 100 Teachers explain to students the objectives of their courses, such as what knowledge and skills the students are expected to acquire.
43. 115 The public is welcome at Board of Education meetings and have opportunities to present their views.
44. 31 Our staff is rewarded and promoted on the basis of job performance.
45. 97 Students in our schools freely express their own opinions in class.
46. 98 Students are encouraged to be open to new ideas and different points of view.
47. 122 Our community is encouraged to evaluate the effectiveness of its schools.
48. 9 Our Board of Education establishes policy and directs the administrators to carry it out.
49. 164 Our schools do a good job of teaching computer education.
50. 128 A review of educational program performance is a year-round process.
51. 160 Our schools do a good job of teaching mathematics.
52. 67 Students like to attend our schools.
53. 19 Our teachers have access to work rooms and word processing equipment.
54. 167 Our schools have a good kindergarten program.
55. 166 The schools in our district provide adequate vocational training for students who do not intend to go to college.



SUMMARY OF STRENGTH STATEMENTS  
FROM ALL GROUPS COMBINED - Continued

55. 162 Our schools do a good job of teaching English.
57. 149 Our school system provides current textbooks for student use.
58. 102 Faculty meetings are purposeful.
59. 133 Teachers plan effectively in the time allotted.
60. 64 Capable students may engage in independent study for Jr. or Sr. High School credit.
61. 145 Our district provides "mainstreaming" opportunities for special education students.
62. 99 Students are encouraged to submit ideas to improve the educational program.

16 FUNCTIONS OF THE NORTH SCOTT SCHOOL ORGANIZATION  
RANKED ACCORDING TO THE BATTELLE NEED INDEX \*

|  | Adminis/<br>Board | Teacher | Student | Community/<br>Parent |
|--|-------------------|---------|---------|----------------------|
| 1. Guidance and Counseling             | 1.2               | 1.1     | 1.4     | 1.1                  |
| 2. Managing Auxiliary Programs         | .9                | 1.0     | 1.4     | 1.1                  |
| 3. Individualized Instruction          | .9                | 1.1     | 1.3     | .7                   |
| 4. Personal Development of the Student | .6                | 1.1     | 1.2     | 1.0                  |
| 5.5 Educational Program                | .7                | .9      | .9      | 1.0                  |
| 5.5 Formulating Policy                 | .6                | 1.2     | .8      | .5                   |
| 7. Evaluating                          | .9                | 1.1     | .4      | .4                   |
| 8. Solving Problems                    | .5                | 1.2     | .8      | .9                   |
| 9. Instructional Management            | .9                | 1.0     | .6      | .3                   |
| 10. Innovating                         | .7                | 1.1     | .0      | .0                   |
| 11. Planning                           | .6                | 1.0     | .3      | .5                   |
| 12. Communicating                      | .6                | .7      | .7      | .7                   |
| 13. Supervising                        | .5                | 1.1     | .2      | .1                   |
| 14. Staff Development & Board Orient.  | .7                | 1.0     | .1      | .0                   |
| 15. Budgeting                          | .6                | .9      | .0      | .4                   |
| 16. Managing Facilities and Resources  | .5                | .9      | .6      | .2                   |

\* See appendix A - Function Description



TOP SIX NEEDS FROM THE 16 NORTH SCOTT SCHOOL ORGANIZATION FUNCTIONS  
AND THEIR RELATED STATEMENT FROM SURVEY.

A. GUIDANCE AND COUNSELING - Advising of students in curriculum planning,  
career planning, and personal development.

- \*
- 74. Effective guidance and counseling are readily available to each student at the elementary level.
  - 75. Effective guidance and counseling are readily available to each student at the secondary level.
  - 137. Our schools have well-qualified and effective guidance counselors.
  - 172. Helping the student to explore for career possibilities is an important part of the guidance program in the high school.
  - 180. Our schools' guidance department helps students acquire an understanding of available vocational opportunities.

\*Number of the statement as listed on the Battelle Survey for board members and administrators.

Top Six Needs From the 16  
School Organization Functions - Continued

B. MANAGING AUXILIARY PROGRAMS - Activities designed to facilitate the  
operation of the school and enhance student learning.

- 23. Our school system provides adequate nighttime security for our school facilities.
- 90. Our schools provide nutritious and appetizing school lunch programs.
- 91. Our school system has adequate transportation service for its students.
- 96. Our school system provides adequate special transportation for handicapped students.
- 135. Our school system's extracurricular activities are designed for participation by every student who chooses to be active in them.
- 177. Our schools have a good intramural athletic program for every student in grades 7-12 who wishes to participate.
- 178. All children are given adequate opportunity to participate in competitive sports and games at the junior high level.
- 179. All children are given adequate opportunity to participate in competitive sports and games at the high school level.



Top Six Needs from the 16  
School Organization Functions - Continued

C. INDIVIDUALIZING INSTRUCTION - Activities designed to accomodate for individual student differences in learning.

- 58. Our teachers accept individual differences among students.
- 60. Every student in our schools is given experiences to develop to the fullest, in his own style, and to his own limit.
- 63. Our schools are using some self-instructional programs.
- 64. Capable students may engage in independent study for junior or senior high school credit.
- 77. Teachers give extra help to students having difficulty with their lessons.
- 82. Teachers work with students to plan individualized instruction.
- 88. Teachers have time to consult with students on an individual basis.
- 141. The special educational needs of minority group students are met by our schools.
- 173. Each student helps to develop his own personal educational objectives.

Top Six Needs From the 16  
School Organization Functions - Continued

D. PERSONAL DEVELOPMENT OF THE STUDENT - Activities or services provided by the school system that are supportive of a student's well-being and are generally nonacademic in nature.

- 62. Our schools teach students to be self-reliant.
- 67. Students like to attend our schools.
- 69. Students are encouraged to be concerned for other people and their personal property.
- 71. Students are encouraged to be independent thinkers.
- 98. Students are encouraged to be open to new ideas and different points of view.
- 119. Our schools provide experiences for developing responsible citizenship.
- 120. Our schools help students develop wise consumer habits.
- 121. Our schools try to develop a desire for learning in each student.



Top Six Needs From the 16  
School Organization Functions - Continued

E. EDUCATIONAL PROGRAM - The traditional fundamental academic activities and the special educational activities that are the base of the school system's curriculum.

- 76. Our schools have an effective program for early identification of learning problems.
- 134. A sufficient number of course options are available to students.
- 143. Our school district has a special instructional program for students with serious learning difficulties.
- 145. Our district provides "mainstreaming" opportunities for special education students.
- 148. Our elementary schools provide special classes in art, music, and physical education.
- 151. The elementary schools in our district adequately prepare a student for junior high school instructional activities.
- 152. Our schools do a good job of teaching foreign language at the elementary level.
- 153. Our schools do a good job of teaching foreign language at the junior high level.
- 154. Our schools do a good job of teaching foreign language at the high school level.
- 156. Our schools do a good job of teaching physical education.
- 157. Our schools do a good job of providing for swimming instruction and competitive swimming.

Top Six Needs From the 16  
School Organization Functions - Continued

E. EDUCATIONAL PROGRAM - Continued

- 158. Our schools do a good job of teaching home economics.
- 159. Our schools do a good job of teaching music.
- 160. Our schools do a good job of teaching mathematics.
- 161. Our schools do a good job of teaching art.
- 162. Our schools do a good job of teaching English.
- 163. Our schools do a good job of teaching social studies.
- 164. Our schools do a good job of teaching computer education.
- 165. The schools in our district adequately prepare a student for college.
- 166. The schools in our district provide adequate vocational training for students who do not intend to go to college.
- 167. Our schools have a good kindergarten program.
- 168. The courses offered by our school system prepare the student for the demands of everyday living.
- 169. Our schools do a good job of teaching the gifted and talented students at the elementary level.
- 170. Our schools do a good job of teaching the gifted and talented students at the junior high level.
- 171. Our schools do a good job of teaching the gifted and talented students at the high school level.
- 174. Our schools do a good job of teaching the basic intellectual skills (reading, writing, and arithmetic).
- 175. Courses in sex education are offered at appropriate school levels -- elementary through high school.
- 176. Courses in drug education are offered at appropriate school levels -- elementary through high school.



F. FORMULATING POLICY - Actions through which policy, rules and regulations are established.

9. Our Board of Education establishes policy and directs the administrators to carry it out.

13. Teachers are encouraged to make suggestions regarding school rules and regulations.

44. Students are encouraged to make suggestions regarding school rules and regulations.

118. Equal educational opportunity is given to every student.

APPENDIX A  
FUNCTION DESCRIPTIONS

| No. Items<br>Per Function | Function                                   | Definitions  |
|---------------------------|--|--|
| 8                         | A. Personal Development of the Student     | <i>Personal Development of the Student</i> —Activities or services provided by the school system that are supportive of a student's well-being and are generally nonacademic in nature.  |
| 23                        | B. Educational Program                     | <i>Educational Program</i> —The traditional fundamental academic activities and the special educational activities that are the base of the school system's curriculum.  |
| 9                         | C. Individualized Instruction              | <i>Individualizing Instruction</i> —Activities designed to accommodate for individual student differences in learning.   |
| 14                        | D. Instructional Management                | <i>Instructional Management</i> —Coordination of all activities designed to facilitate learning.   |
| 4                         | E. Guidance and Counseling                 | <i>Guidance and Counseling</i> —Advising of students in curriculum planning, career planning, and personal development.  |
| 8                         | F. Managing Auxiliary Programs             | <i>Managing Auxiliary Programs</i> —Activities designed to facilitate the operation of the school and enhance student learning.  |
| 4                         | G. Formulating Policy                      | <i>Formulating Policy</i> —Actions through which policy, rules, and regulations are established.   |
| 14                        | H. Planning                                | <i>Planning</i> —The active involvement, at all levels, of individuals in the planning process.  |
| 5                         | I. Innovating                              | <i>Innovating</i> —The degree to which change is encouraged and introduced into the school system.   |
| 16                        | J. Communicating                           | <i>Communicating</i> —The availability of information and the exchange of information both internal and external to the school system.   |
| 12                        | K. Supervising                             | <i>Supervising</i> —Administrative actions designed to increase the effectiveness of the total learning process.   |
| 8                         | L. Solving Problems                        | <i>Solving Problems</i> —The active involvement of individuals at all levels, in the decision-making process.  |
| 15                        | M. Staff Development and Board Orientation | <i>Staff Development and Board Orientation</i> —Activities or availability of activities which staff and board members may engage in for the purpose of improving their knowledge and skills in school-related responsibilities. |
| 13                        | N. Managing Facilities and Resources       | <i>Managing Facilities and Resources</i> —The provision and utilization of the school physical plant and other capital resources.  |
| 12                        | O. Budgeting                               | <i>Budgeting</i> —Activities for the provision of and utilization of financial resources to carry out the school districts' purpose, goals, and objectives.  |
| 9                         | P. Evaluating                              | <i>Evaluating</i> —The comparison of what was accomplished with what was desired.  |



# USING THE RESULTS OF THE BATTELLE SCHOOL COMMUNITY CLIMATE SURVEY

NORTH SCOTT COMMUNITY SCHOOL DISTRICT  
July, 1988

The analysis and interpretation of the survey results by the board and administrators is of critical importance, for it is during this phase that the needs of the school district will be confirmed. With the needs clearly identified, recommendations can be made for the reduction or elimination of such needs.

To achieve maximum benefit from the survey data, it is suggested that the following analysis strategy be followed:

- (1) Examine the "indicators" of needs
  - a. Review Summary of 16 School Organization Functions Ranked According to Need Index.
  - b. Review the Summary of the Top Six Needs from the 16 School Organization Functions.
  - c. Review Summary of all Need Statements (1.5 need index or higher).
  - d. Review Summary of all Strength Statements (1.0 need index or lower).
- (2) Identify and examine the discrepancies among respondent groups the top six needs of school for functions as well as the summaries of need and strength statements from the four subgroups.
  - a. Are the differences significant?
  - b. What areas should be researched further?
  - c. Are there other sources of information that should be considered to help clarify the discrepancies?
  - d. What is the overall need in this area?
- (3) List the needs by function, group and specific statement that should be reviewed by the Board and administration during their goal planning session.
- (4) List the needs by function, group, and specific statement that should be reviewed by the Board and administration in the long range (3-5 years).

## APPENDIX C

## SUMMARY OF RESULTS TO SEVERAL STATEMENTS ON THE BATTELLE SURVEY THAT THE AEA COMPUTER/SCORING SYSTEM DID NOT TABULATE

- # 181 Our schools provide students with specialized training for useful skills in the world of work, such as typing or auto mechanics.

| Group             | Number Responding | Need Index* | Number-Do Not Know |
|-------------------|-------------------|-------------|--------------------|
| Community/Parents | 238               | 1.54        | --                 |
| Students          | 878               | 1.08        | --                 |
| Teachers          | 168               | 1.28        | --                 |
| Adm/Board Members | 21                | .20         | --                 |
| District Totals   | 1305              | 1.18        | --                 |

- # 183 Our community education program is based upon a systematic and detailed study of the needs of the community.

| Group             | Number Responding | Need Index* | Number-Do Not Know |
|-------------------|-------------------|-------------|--------------------|
| Parents           | 232               | .99         | --                 |
| Students          | --                | ---         | --                 |
| Teachers          | 162               | .59         | --                 |
| Adm/Board Members | 21                | .17         | --                 |
| District Totals   | 415               | .79         | --                 |

- # 185 Our schools do a good job of providing "latch key" programs for students.

| Group             | Number Responding | Need Index* | Number-Do Not Know |
|-------------------|-------------------|-------------|--------------------|
| Parents           |                   |             |                    |
| Glenn             | 29                | 2.2         | 12                 |
| Grissom           | 19                | 2.1         | 13                 |
| Shepard           | 16                | 1.9         | 5                  |
| White             | 31                | 1.9         | 10                 |
| Armstrong         | 32                | .95         | 12                 |
| Students          | 162               | ---         | --                 |
| Teachers          | 162               | 1.9         | 38                 |
| Adm/Board Members | 20                | 1.4         | 2                  |
| District Totals   | 309               | 1.71        | 92                 |

\*Battelle's Criterion of a need is 1.5



APPENDIX E

BATTELLE SURVEY - 1982

NEEDS - AS REPORTED ON A SUMMARY BASIS FOR PARENTS/COMMUNITY  
MEMBERS, TEACHERS, STUDENTS, BOARD MEMBERS, AND  
ADMINISTRATORS.

- OUR STAFF SHOULD BE REGARDED AND PROMOTED ON THE BASIS OF JOB PERFORMANCE.
- OUR SCHOOLS SHOULD HAVE AN EFFECTIVE IN-SERVICE TRAINING PROGRAM FOR IMPROVING TEACHING SKILLS.
- TEACHERS SHOULD PARTICIPATE IN DEVELOPING THE SCHOOL BUDGET.
- GUIDANCE AND COUNSELING SHOULD BE AVAILABLE TO TEACHERS TO IMPROVE THEIR JOB PERFORMANCE.
- OUR SCHOOLS SHOULD PROVIDE A GOOD SCHOOL LUNCH PROGRAM.
- OUR SCHOOLS SHOULD DO A GOOD JOB OF TEACHING FOREIGN LANGUAGE.
- COURSES IN DRUG EDUCATION SHOULD BE OFFERED AT APPROPRIATE SCHOOL LEVELS-- ELEMENTARY THROUGH HIGH SCHOOL.
- TEACHERS SHOULD HAVE TIME TO CONSULT WITH STUDENTS ON AN INDIVIDUAL BASIS.
- STUDENTS SHOULD BE ENCOURAGED TO MAKE SUGGESTIONS REGARDING SCHOOL RULES AND REGULATIONS.
- THE PUBLIC SHOULD BE AWARE OF THE PROBLEMS THE SCHOOLS FACE.
- STUDENTS SHOULD BE ENCOURAGED TO SUBMIT IDEAS TO IMPROVE THE EDUCATIONAL PROGRAMS.
- TEACHER ASSISTANTS SHOULD BE USED EFFECTIVELY IN OUR SCHOOL SYSTEM.
- TEACHERS SHOULD BE PROVIDED WITH ADEQUATE TIME, MATERIALS, AND PROFESSIONAL LEADERSHIP FOR EFFECTIVE PLANNING.
- ADMINISTRATORS SHOULD LISTEN TO COMPLAINTS, CAREFULLY INVESTIGATE THE FACTS OBJECTIVELY, AND SEEK TO USE THEM CONSTRUCTIVELY.
- ROUTINE DUTIES SHOULD NOT INTERFERE WITH THE TEACHER'S JOB OF TEACHING.
- TEACHERS SHOULD BE TREATED AS PROFESSIONAL EDUCATORS.
- TEACHERS SHOULD WORK WITH STUDENTS TO PLAN INDIVIDUALIZED INSTRUCTION.
- TEACHERS MORALE SHOULD BE HIGH IN OUR SCHOOL SYSTEM.
- INFORMATION SHOULD BE OBTAINED FROM RECENT GRADUATES OR THE SCHOOL SYSTEM IN ORDER TO IMPROVE THE EDUCATIONAL PROGRAM.
- OUR SCHOOL ADMINISTRATORS SHOULD HANDLE PROBLEMS PROMPTLY.
- OUR SCHOOL SYSTEM SHOULD HAVE A CAREER LADDER IN TEACHING FOR TEACHERS.
- STUDENTS SHOULD BE ENCOURAGED TO BE CONCERNED FOR OTHER PEOPLE AND THEIR PERSONAL PROPERTY.

NEEDS - AS REPORTED ON A SUMMARY BASIS FOR PARENTS/COMMUNITY  
MEMBERS, TEACHERS, STUDENTS, BOARD MEMBERS AND  
ADMINISTRATORS

- EFFECTIVE GUIDANCE AND COUNSELING SHOULD BE READILY AVAILABLE TO EACH STUDENT.
- TEACHERS SHOULD MOTIVATE STUDENTS BY USING REWARDS RATHER THAN THE FEAR OF PUNISHMENT.
- STUDENTS SHOULD PARTICIPATE IN COOPERATIVE PLANNING FOR THE SCHOOLS.
- FACULTY MEETINGS SHOULD BE PURPOSEFUL.
- COURSES IN SEX EDUCATION SHOULD BE OFFERED AT APPROPRIATE SCHOOL LEVELS--K-12.
- OUR SCHOOL ADMINISTRATORS SHOULD BE RECEPTIVE TO NEW IDEAS AND DIFFERENT POINTS OF VIEW.